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ABSTRACT

During fiscal year 1975, the Florida Migratory Child Compensatory Program (FMCCP) served 19,455 migrant children through its Early Childhood Learning Program, Language Arts Tutorial Program, and Learn and Earn Program. The Early Childhood Learning Program provided 6,361 three, four, and five year olds with physical and dental examinations, nutrition services, and language, social, personal and physical development services. The Language Arts Tutorial Program provided 11,306 students the opportunity to progress at their own rate and to experience success in reading. Designed to help migrant students, ages 14-17, improve their self-concept by achieving success in a short-term occupational course, the Learn and Earn Program provided training experiences for 1,788 students. These programs were evaluated separately within the districts. Student gains were measured using various tests and by the analysis of successful program completion. Findings indicated that every program showed some degree of success. Direct and indirect supportive services were also provided. This report discusses FMCCP's progress during 1975. Also discussed are FMCCP's exemplary projects, interrelationship with the regular Title I program, coordination with other programs, inservice training, non-public school participation, community involvement, staff utilization, dissemination, teacher-pupil ratio, and program integration. (NQ)

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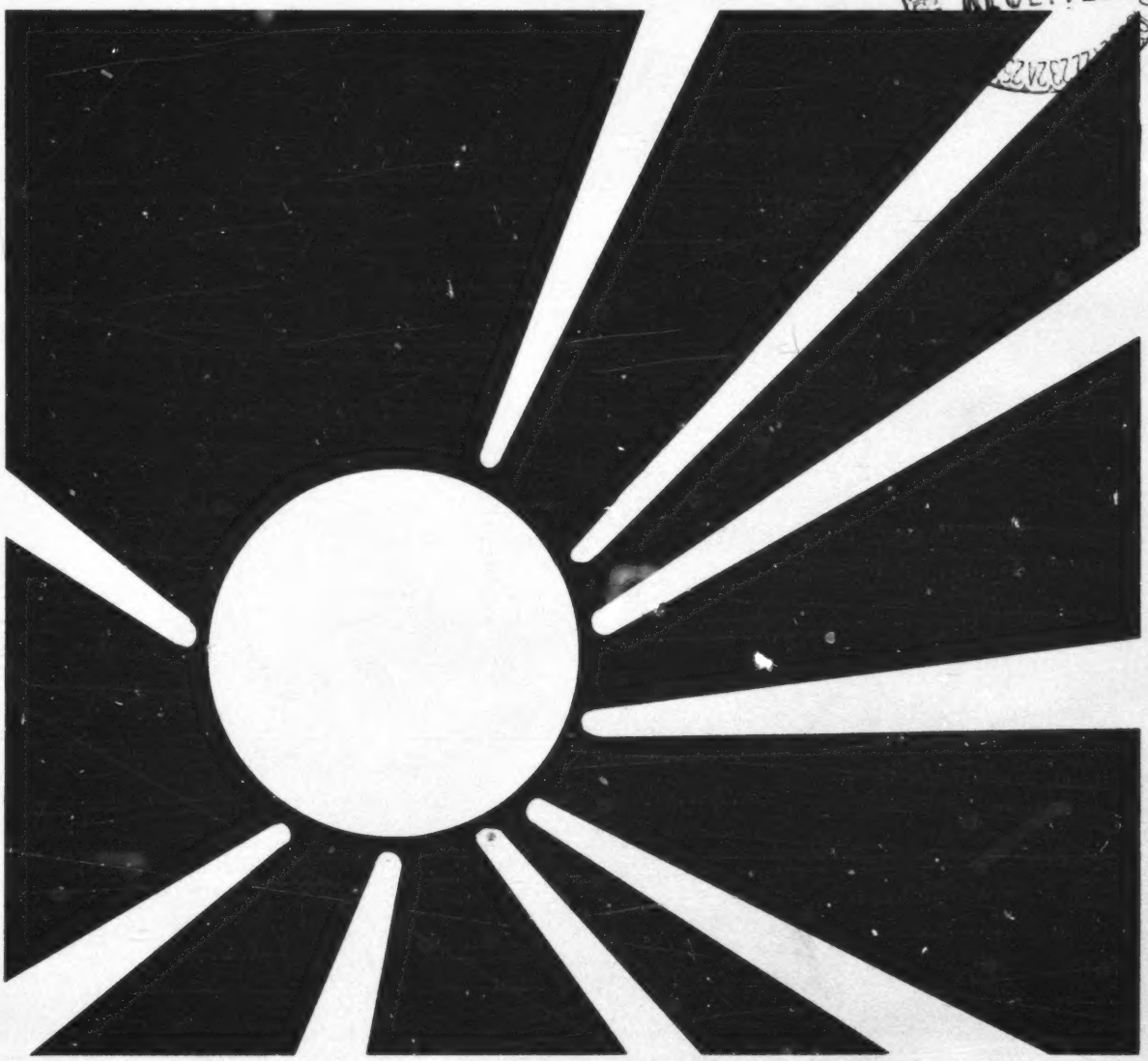

Florida Migratory Child Compensatory Program

RC009104

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FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

STATE ANNUAL EVALUATION REPORT

FISCAL YEAR 1975

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
Ralph D. Turlington, Commissioner of Education
Woodrow Darden, Division Director, Elementary and Secondary Education
Ed Williamson, Bureau Chief, Bureau of Evaluation and Compensatory Education
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Clyde E. Stevens, Director, Region II
Ulysses G. Horne, Director, Region III

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# EXECUTIVE SUMMARY

The Florida State Department of Education, under the leadership of Commissioner Ralph Turlington has assumed the basic responsibility of offering special services to the children of migrant farm workers and fishermen. This responsibility was initiated and sustained with funds from PL93-380 and funds generated from State FTE sources. Funds are distributed on the basis of project proposals submitted by individual school districts. Florida's program, therefore, is a joint venture of federal, state and local cooperation.

Florida's migrant effort can be described as an administratively decentralized operation. The State Administrator is assisted in administration and operational service by the three regional offices located in Fort Lauderdale, Orlando and Sarasota, Florida. This decentralized operation maintains the State responsibility mandated by the Federal Law and Guidelines, while providing the highest quality of services for all students by allowing decisions about operation and implementation to be made close to the service site.

Florida's program has also implemented a fiscal management system based in computerized record keeping. This system allows each region to record and retrieve fiscal information from its region and permits the state administration to gather fiscal information from all local projects. The system helps in making quick and reliable decisions for increasing program effectiveness and in making subsequent decisions about program changes so that services may be provided where needed. This ability to match programs with expenditure provides for the most effective use of the limited monies.

The educational program this fiscal year is composed of four basic components; Early Childhood, Language Arts, Learn and Earn, and Supportive Services. Program components are written where possible in measurable objectives, to facilitate the use of proper measurement tools.

Florida's program accepts the twofold necessity of having to produce programs which 1) serve as a preventative as exemplified in our preschool services, 2) serve as a remediation as exemplified in our services in the higher grades. It is restriction by priority resulting from limited resources that presses us to be careful in our decision concerning where to use these funds.

On the one hand, FMCCP finds that children who are exposed to preschool efforts have a much higher chance of success on entering grade school than children who were not participants in this service. This was apparent in the study of effectiveness of early childhood program presented in this report.

On the other hand, such remedial efforts in the higher grades, as Learn and Earn indicate that the students who have been involved show marked improvement in their schooling as well as an enhancement of their personal self-image.

Any further information concerning material or programs may be obtained by writing our office.

It is with great pleasure this report is submitted.

Dale Hilburn, Administrator
Migrant Education Section
Florida Department of Education
Division of Public Schools
Bureau of Program Support Services
Tallahassee, Florida 32304
904/488-5470

## I. EXEMPLARY PROJECTS

A. Describe exemplary projects for activities that include new approaches in educating migrant children. (One criterion for selecting an exemplary project might be its merit for dissemination to other SEA's with similar characteristics.) For each exemplary project cited, state the basis for selection.

In Florida, every new venture in Migrant Education is piloted before it is taken on as a regular activity: Early Childhood was piloted in five districts; the model for Supportive Services was handled through Florida International University for two years; the Tutorial Program of the Language Arts Component was piloted three years prior to implementation throughout the state. Innovative ideas for new instructional services to migrant education prevail in Florida. Several such projects were piloted during FY75, examples of which are given in this section.

### OMICA-VIDA PROJECT

The Dade County School System acting in concert with Region V of the Florida Migraotry Child Compensatory Program entered into a contract with Organized Migrant in Community Action (OMICA) resulting in the OMICA-VIDA Project. A program was developed to provide an avenue for reducing the dropout rate and group isolation of Mexican-American and other migrant farmworker students in the South Dade Schools.

For some time it has been observed that within the South Dade Schools the migrant farmworker students have been the most isolated minority group. The dropout rate of these students is the highest. Further, the isolation which exists in the migrant camp carries over to school related activities resulting in migrant students and parents not participating in school activities. Based upon these identified problems of migrant students and parents, the following project objectives were developed.

## Project Objectives

1. To alter the attitude of potential dropouts among a target group of 75 migrant teenagers in each of the 3 participating schools to the extent that the drop-out rate of these 75 students will be decreased by 20% at the end of this project.

2. During the time period (July 1, 1974 to June 30, 1975) the ability to identify and set personal goals by the target group will be strengthened by 80%.

3. To involve parents in a healthy relationship with the school and to gain their cooperation in achieving the objectivity of this program for their children.

4. To provide the student academic strengthening in subjects such as math, science, and social studies, where needed through tutoring.

## Project Development

In developing the OMICA-VIDA project, an advisory committee was established composed of migrant parents, migrant students from three participating schools, community and civic organization leaders, and local agency representatives. Meetings were held with students and parents in the community. Parents, students and members of the advisory committee were actively involved in the needs assessment and the writing of the project. OMICA worked closely with the South Area Office of the Dade County Schools to ensure the effectiveness and overall acceptance of the program. They met with the Director of Special Programs to discuss planning and procedures in developing this program

## Implementation

The LEA's efforts to increase attendance of migrant children were complemented by the addition of Spanish-speaking Community Counselors placed at each of these target schools. Efforts at curriculum enrichment and vocational counselling at the Junior and Senior High levels were complemented by vocational field experiences and home visits plann for each of the participating students in the program.

Project OMCIA-VIDA directly involved 75 students from the target scho who participated in individual and group counseling activities. The of the selected students were also participating in similar activitie with project staff making home visits to the parents. Further, perso from the community businesses and professions served as consultants o the students experiences about their lives and occpuations.

Project Outcomes

The results of Project OMCIA-VIDA indicate it was a success in alteri ative, school-realted attitudes and meeting its objectives.* An incr in student/parent involvement was observed as well as an impressive l of the dropout rate to 4 percent. Further, there was academic streng in math, science and social studies as evidenced by higher marks on s progress reports.

However, Dade County did not renew their contract for the continuatio Project OMICA-VIDA. This was due to lack of sufficient funds and not lack of program success. Based upon its vast success, Project OMICA- was presented as an exemplary project even though it was not continue

## EVENING TUTORIAL PROGRAM

Functioning as the project sponsor and supervising teacher, Mrs. Susa a member of the FMCCP, coordinated Lee County's Evening Tutorial Prog This program was developed to provide directed activities in the eve migrant school children living in the area of Johnson's Camp. The p was initiated in January of 1975 and continued to May of 1975.

For some time, it has been observed that the uniqueness of the migra life style makes it difficult for him to realize his potential as a

*A complete copy of this report is on file in the Dade County Migran

Because of the family's frequent contact with agriculture, he is too o
exposed to that process which is the focus of his family's attention a

Further, many parents are unable to help their children with school as
because of their inability to understand English and/or because thier
is limited. Thus, many migrant students need to have an opportunity t
and recieve supplementary assistance with their school lessons. Based
these needs of migrant students, the following program objectives were

Program Objectives

1. To provide an opportunity to expand and further develop those
skills presented in the Language Arts Tutorial Program throug
individualized tutoring and group activities.

2. To provide an on-site camp classroom equipped with adequate
work space and lighting.

3. To encourage students to be prepared for school the next day
doing their homework.

4. To provide an opportunity to become involved by visiting and
particpating in the class.

Organization of the Classes

Juan Diaz, Spanish teacher at Fort Myers High School, was hired to hol
two nights a week for two hours each night. The Tutorial Teacher and
visited the homes and invited the students to come to the classes, bri
their homework from school. The importance of attending school regula
was explained to parents and they were invited to visit and participat
in the classes. The initial response was encouraging. Several mothe
that they were glad to have something constructive for the children t
after dinner.

Initial enrollment included 13 students between the ages of 7 and 14.
the instructor found it very difficult to give individual attention t
many different grade levels at one time, he requested the classes be
into a middle and an elementary school group.

Since the Mission was not available another evening, Mr. Virgil
ESL tutor at Bonita Elementary, was hired to take over the elem
school group. A small cloakroom off the sanctuary was used for
school classes and the elementary classes were held in the sanc

Learning Activities

1. Elementary Classes - The younger students had no homew
to be tutored in. Instead, classes consisted of oral
petition of English based on the H-200 lessons, alphab
cards, wall charts, bingo and lotto games, as well as
other teacher-made materials that were utilized to ind
dualize the instruction.

2. Middle School Classes - The students brought their hom
work to be completed during the session. All the acad
subjects including math, history, social studies, and
English were presented. A notebook of the work accom-
plished during the sessions was kept by each student a
the tutor made up mimeograph lessons to be completed a
the homework was done.

3. Films - During the last half hour of every class a mov
was shown as reward for coming to class and working ha
Students were not allowed to come only for the movie:
They were required to attend the full class period.
films, as hoped, did prove to be an incentive for atte
ing class.

Evaluation of the Program

Attendance was monitored for each class session. Ten students
classes regularly, others attended sporadically and dropped out
after March. The overall attendance was somewhat less than ant
but the progress of the truly dedicated students compensated fo
of interest shown by others. During February, this program pro
only schooling received by the camp children as the camp was in
lice and the children were not allowed to attend public schools
itself is an indication of the importance of the program as a
ment to the public school system.

## BOOK GIVE AWAY/EARN A BOOK CLUB

Many migrant children enrolled in the Language Arts Program have never owned a book of their own. Often they come from homes devoid of any printed matter. It was felt that the opportunity to read out of his or her own book would provide a concrete motivating force for reading. Skill development without practice creates a fragmented view of reading.

Before books were sent out, the participating schools were notified that a specific plan for dispensing books should be formulated. Some suggestions were:

1. A book to be given when a child read a certain number of outside reading books.
2. A child could be given a book when he finished a particular workbook on a level in CRA.
3. A child could receive a book as a behavior modification approach. A free book was given for a certain number of earned points.
4. Books could be given in an awards ceremony. Parents might be invited and "diplomas" issued (also available from the Regional Office).

Most districts were enthusiastic about the program. The children observed by consultants seemed particularly excited. In fact, a group of first graders wrote thank you notes to the Regional Director. One child offered a dollar to help pay for the books. There were a couple of comments that the books, which are small and paper covered, were disappointing. However, few of the children reacted that way. The Regional Office felt that the primary prupose of the program was getting a quantity of books so that each child could have one.

A variation on giving away books was used in one region where an incentive plan resulted in students being given the book when they had completed the reading of and the discussion of content of the book with his teacher. The result was that each book was earned rather than received as a gift.

## Background

Based on a survey conducted in Broward, Dade, Hendry, Collier, and Lee Counties, by the former State Administrator of Media Services, Mr. Jim Harbin, the first Migrant Education Media Program was piloted. That Media Program proved so successful that it was decided that Media Programs should be established in all regions. The first steps toward establishing a Media Program were taken in 1973.

Program Consultants in Early Childhood, Language Arts, and Learn and Earn were asked to suggest 16mm films that would be purchased and incorporated into a Regional Film Library for distribution to teachers and tutors in schools. In mid 1974, the first media specilaist was hired and began basic planning for the organization of the Media Program. The Media Program was to start out in two (2) major areas: (1) Film Library with distribution, and (2) Media Production in support of Regional Consultants for preservice and inservice training.

## Film Library

In early 1974, two hundred and fifty-six (256) films were purchased to start one of the Regional Film Libraries. During 1974, the films were cataloged and a Regional Film Catalog was produced. Many hours were spent in making the catalog a useful tool for the teachers and tutors to utilize in selecting films that would fit the lessons they had planned. A method of distributing films directly to the teachers and tutors in program schools was initiated.

Delivery of films was made "as requested" either by mail or through the use of a van on a regularly scheduled visitation routing. The teachers and tutors in the districts sent in film request forms to the Regional Office.

Each week requested films were delivered. The following week, the films were collected and new ones delivered. Approximately two thousand and five (2,005) films were requested from January, 1975 when distribution started, to June, 1975, when school summary vacation started. Out of the two thousand and five (2005) requests, evaluation reports were sent in on approximately five hundred and sixty-four (564) films.

Media Production in Support of Regional Consultants, LEA Staff, Teachers and Aides.

One of the major duties of Regional Program Consultants is to provide preservice and inservice training to program personnel in the district. Therefore, the main job of the media specilaist was to help make their presentations more effective by the production of printed materials, video tapes, audio tapes, art work and transparencies. Lamination of workshops materials prepared by district teachers and tutors was also a very popular service.

Language Arts preservice and inservice workshops included sessions on how to operate and miantain audio visual equipment. The Learn and Earn State Conference included a session for each group on equipment operation and minor maintenance. Early Childhood Head Teachers received a workshop session on the effective use and preparation of graphics. All of these sessions helped the teachers to use media more effectively in their classrooms.

Printing

Printing became an integral part of the program when materials needed to come into existance as a direct result of the inservice and preservice training given by the LEA staff or Regional Consultants. Reporting and general assessment created an added need for the printing to be done under the media supervision. Each region is called upon to publish curriculum materials for classroom use, forms for reports and record keeping, bulletins and pamphlets and various reports for dissemination.

## CAREER EDUCATION PILOT PROGRAM

The 1974-75 school year presented an ideal situation to conduct a CAREER Education Survey to see how the need can be met to assist Migrant Students to become aware to what horizons were available to them during their adult life.

As a first step in conducting the Career Education Survey of Services to Migrant students, it was necessary to develop a simple, yet detailed inventory based on the Florida Career Education goals and concerns and the National Career Education Objectives and goals.

[1]National Statistics show that of 3.7 million "early school leavers" in the U.S. in 1970-71, approximately 2.5 million were inadequately prepared for a specific career. Among this number of youth were 850,000 elementary and secondary dropouts who disliked school and found it irrelevant to their future; 750,000 high school graduates who did not attend college and 850,000 students who entered college in the late 60's but did not complete thier four year degrees nor were they prepared to face the World of Work in any organized occupational situations.

In Florida during the late 1960's and early 1970's ten percent, or 532,576 of the Florida youth, age 14 years or older had completed less than six years of school; 50 percent of Florida's total school population had completed eleven years or less of schooling. Among the 16-24 (noncompulsory school attendance) group who were not enrolled in school, 3 percent or 13,662, had completed five years or less of schooling; 10 percent had eight years of school, or less, and 35 per cent or 184,253 of these young people had eleven years of shcool, or less.

In reflecting on the problem, especially as it relates to the young Migrant student group, vast unemployment and underemployment is now, more than ever, forseeable as a persistent and difficult potentiality.

With this in mind, a survey to determine student involvement in Career Education was developed. The survey was based on five development categories taken from the nine basic Elements and Outcomes of the Florida Handbook on Career Education. Listed in the order of needs and assessments they are:

1. Self-Social Identity (personal-social)
2. Vocational Economic Development
3. Career Identity
4. Employment Skills and Career placement
5. Occupational Information (Job Identification)

---

[1]Career Education: An Introduction, page 19

There were 20 schools in three counties participating in survey; nine schools from Lake County, seven schools from Orange County; and five schools from Seminole County. A total of 451 students responded to survey.

The results of the survey findings in twenty (20) schools indicate strengths and weaknesses in career education information and tend to follow similar patterns in all schools surveyed. See Table 1.

The number of student responses in the survey tend to point up a high concentration of study in the overall study of Career Education, which is not representative of schools with a high concentration of Migrant students.

Career Catagories

Strengths: As revealed by this survey, most migrant students are indirectly involved in some areas of career education even though there are few concentrated efforts involving classroom participation indicated. Strengths are indicated in the areas of Self-Social personal identity, Career Identification, and Vocational economical development.

Weaknesses: Are pointed up mainly in occupational information, employment skills, and career placement.

Based upon the enclosed data, as well as other information received since the survey, Region III felt that the Career Education need could be best met by developing program throughout Region.

TABLE 1. SURVEY RESULTS FOR STUDENTS IN TWENTY SCHOOLS SHOWING CAREER EDUCATION NEEDS

ASSESSMENT OF CAREER EDUCATION NEEDS: SURVEY OF DEVELOPMENT CATEGORIES STATUS O

| TOTAL ANALYSIS OF SCHOOL-WIDE "YES-NO" RESPONSES | NUMBER STUDENTS | EMPLOYMENT SKILL AND CAREER PLACEMENT | | SELF ID PER/SOC DEV. | | VOC/ ECON. DEV. | | OCCUP. INFO. | | CAREER IDENTITY | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | YES | NO | YES | NO | YES | NO | YES | NO | YES | NO |
| Seminole: | | | | | | | | | | | |
| Crooms | 28 | 17 | 11 | 26 | 2 | 25 | 3 | 9 | 19 | 28 | 0 |
| Lakeview Junior | 6 | 2 | 4 | 6 | 0 | 6 | 0 | 1 | 5 | 5 | 1 |
| Sanford Middle | 38 | 25 | 13 | 35 | 3 | 35 | 3 | 7 | 31 | 37 | 1 |
| Seminole High | 10 | 9 | 1 | 10 | 0 | 9 | 1 | 2 | 8 | 9 | 1 |
| Oviedo High | 20 | 12 | 8 | 18 | 2 | 19 | 1 | 19 | 1 | 2 | 18 |
| Lake: | | | | | | | | | | | |
| Groveland | 39 | 29 | 10 | 30 | 9 | 25 | 14 | 20 | 19 | 21 | 18 |
| Mt. Dora Middle | 58 | 18 | 40 | 57 | 1 | 48 | 10 | 6 | 52 | 56 | 2 |
| Mt. Dora High | 18 | 7 | 11 | 17 | 1 | 17 | 1 | 2 | 16 | 17 | 1 |
| Clermont High | 30 | 25 | 5 | 29 | 1 | 29 | 1 | 4 | 26 | 29 | 1 |
| Umatilla High | 45 | 37 | 8 | 44 | 1 | 43 | 2 | 10 | 35 | 45 | 0 |
| Eustis High | 10 | 6 | 4 | 9 | 1 | 10 | 0 | 9 | 1 | 3 | 7 |
| Tavares Middle | 9 | 6 | 3 | 9 | 0 | 8 | 1 | 1 | 8 | 9 | 0 |
| Tavares High | 10 | 9 | 1 | 10 | 0 | 10 | 0 | 2 | 8 | 10 | 0 |
| Orange: | | | | | | | | | | | |
| Oakridge High | 3 | 1 | 2 | 3 | 0 | 3 | 0 | 0 | 0 | 3 | 0 |
| Carver Junior High | 9 | 7 | 2 | 9 | 0 | 9 | 0 | 1 | 8 | 9 | 0 |
| Lakeview High | 15 | 7 | 8 | 15 | 0 | 13 | 2 | 0 | 15 | 13 | 2 |
| Ocoee High | 18 | 10 | 9 | 18 | 0 | 17 | 1 | 4 | 14 | 15 | 3 |
| Robinswood Junior | 11 | 8 | 3 | 11 | 0 | 11 | 0 | 11 | 0 | 6 | 5 |
| Apopka Memorial | 57 | 34 | 23 | 56 | 1 | 1 | 56 | 7 | 50 | 55 | 2 |
| Apopka Junior High | 17 | 10 | 7 | 17 | 0 | 15 | 2 | 6 | 11 | 17 | 0 |
| TOTAL | 451 | | | | | | | | | | |

COUNTY INSTRUCTIONAL MATERIALS CENTER

A number of instructional materials were gathered together in a central location in Lake County, cataloged and made available to teachers in the Migrant Language Arts Program. The center was opened from 8-5 daily from August 1 to June 27 (preplanning plus regular school term). The fact that materials were shared meant that more materials were available to all children. The year-end report showed the types of materials and the names of users with the dates when materials were taken into classrooms.

## II. CHILDREN SERVED

A. If the estimated number of migrant children to be served as per your application was not met, indicate the reason for lack in full participation.

B. How many children were actually served?

TABLE 2. DISTRIBUTION OF STUDENTS SERVED IN FLORIDA MIGRANT PROGRAMS

| | Statewide | ECLP | LAT | L & E | SS |
|---|---|---|---|---|---|
| Estimated | 50,411 | 4,478 | 8,111 | 3,787 | 33,414 |
| Actual | 54,841 | 6,361 | 11,306 | 1,788 | 54,841 |

C. Please submit copy of instrument used to identify migrant children. (see form A on next page.)

FORM A

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
MIGRANT SECTION
TALLAHASSEE, FLORIDA 32304

The information below will be used by the State Department of Education, Migrant Section, in applying funds for the special educational needs of migratory children. Your cooperation in obtaining this needed information is appreciated.

1. Have you moved from one state to another or from one place to another within Florida during the past year? No Yes

   If yes, WHEN_____

   WHERE_____

   WHY_____

   Did the child (or children) move with you? No Yes

2. How long has it been since you moved from one state to another or from place to place in Florida? 2, 3, 4, 5, or 6 years

   WHEN_____

   WHERE_____

   WHY_____

   Did the child (or children) move with you? No Yes

3. Please list ALL the children's names, their ages, and schools if they are attend

| TRS | NAME | AGE | SCHOOL |
|---|---|---|---|
| ___ | _____ | ___ | _____ |
| ___ | _____ | ___ | _____ |
| ___ | _____ | ___ | _____ |
| ___ | _____ | ___ | _____ |
| ___ | _____ | ___ | _____ |

4. I certify that the above information is true and give my consent for my child (or children) to be served by a Migrant Program.

DATE_____

Parent's or Guardian Signature

Address

Interviewer's Signature

FOR OFFICE USE

_____Status Code

_____Transfer Record Code

## III. GRADE PLACEMENT

A. Indicate procedure used to evaluate migrant children for grade placement (i.e., age, achievement, tests, teacher opinion, etc.).

Early Childhood

Placement in this program was determined by the age of the child and was dependent upon his being three, four or five years old on or before January 1 of the school year. Priority for enrollment was given to five-year-old migrant children not being served by the regular school program.

Language Arts

Students classified as remedial readers and those with an obvious lack of oral language proficiency were given first priority beginnin in grade one.

Entering migrant students were placed in the tutorial program on the basis of (a) an informal reading inventory, (b) criterion scores from transfer records, or (c) teacher recommendation based on information from the cumulative folder. Within one week of placement in the program, most students were pretested on the appropriate level using a standardized test.

The Criterion Reading Assessment was used as an individual guide for instruction in reading at the elementary school level and High Intensity used as an individual guide for instruction in reading at the secondary school level.

Learn and Earn

The Principal, guidance personnel, and Learn and Earn instructors were involved in screening, interviewing, and recommending students for this program. Students had to be fourteen years old or older and exhibit a desire to participate in the Learn and Earn program.

## IV. TEACHER-PUPIL RATIO

A. What was the teacher-pupil ratio in your Program?

Early Childhood Learning Program

3 year olds = 1 teacher, 2 aides, 15 pupils
4 year olds = 1 teacher, 2 aides, 20 pupils
5 year olds = 1 teacher, 2 aides, 20 pupils

Combination, 3 & 4 year olds = 1 teacher, 2 aides, 15 pupils
Combination, 4 & 5 year olds = 1 teacher, 2 aides, 20 pupils

Language Arts Tutorial Program

1 tutor with a maximum of 3 students per session, 15 students per day maximum.

1 certified teacher with up to 10 tutors, working in a tutorial setting for individualized instruction.

Learn and Earn

1 teacher and 1 aide with 15 students per session, with 30 maximum per day.

## V. INTERRELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

A. Give examples of regular Title I programs which have been specifically designed by local educational agencies to supplement State operated Title I migrant programs.

In Broward County, the regular Title I Program supports some FMCCP Language Arts tutors. These programs were conducted cooperatively. Also, a joint needs assessment for regular Title I programs and the Migrant Education Program was conducted.

In St. Lucie, Sarasota and Putnam Counties the regular Title I program provided the instructors and reading laboratories which serves students utilizing materials provided by both Title I and the Migrant Program. The Migrant Program provided aides and instructional materia for these programs.

B. Comment on arrangements which States have made for training or assignment of personnel to achieve coordination between regular and special programs for migrant children.

There is an open invitation to participating county instructional personnel to attend all state and regional staff development activities. When a particular inservice session or workshop is appropriate for other personnel dealing with migrant students, a special invitation is extended by the Regional Directors via the county migrant coordinator.

Florida gave technical support to a Language Arts tutorial workshop held in North Carolina. Three Language Arts teachers were chosen as consultants for this workshop. They worked five days in one of North Carolina's summer programs providing consultant services to teachers.

## VI. COORDINATION WITH OTHER PROGRAMS

A. Describe other assistance that directly serves the same migrant popula tion as in your State Programs (Federal, State, Local and Private-Supported Programs). How extensive are these programs in the State?

Title I English-as-a-Second-Language

A Program was funded by the Title I project to work with migrant stude to teach English as a Second Language using Spanish speaking paraprofessionals to assist the classroom teacher.

Division of Health

The Department of Education contracts with the State Division of H to provide medical services to the children identified to be serve the migrant programs components. These services were provided thro local Health Departments (or private physicians) at reduced rates. Community Health Workers, employed through the Regional Office and Educators, employed by the LEAs implement the program at the distr level.

B. What efforts have been made to establish coordination between thes programs? What has been the outcome of the effort to coordinate?

Community Action Migrant Program

In those districts where C.A.M.P. operates an Early Childhood faci the Migrant Child Education Program has worked with this group to that duplications of services do not occur. C.A.M.P.'s definition eligible child is much broader than that used in FMCCP, enabling i with the children of all agricultural workers. C.A.M.P. provides with those current migrant children it locates, and FMCCP, in turn refers any former migrant children to C.A.M.P.

C. If you participated with other agencies in providing services to p school children and/or adult migrants, what were the services, sou and amount of services expended?

Other Agencies

Many State and Local Agencies are utilized by outreach workers (Social Educators and Community Health Workers) who provide servic to the children in the program. Part of the responsibility of the

the outreach workers is to know the program personnel and guideline
for the public and private agencies in their district and to assist
the families in obtaining services.

Some of the agencies and organizations that have been utilized are
listed below:

1. Food Stamps
2. County Welfare Agency
3. Division of Family Services
4. Palma Sola Presbyterian Church
5. Cloth World
6. Neisner's
7. Salvation Army
8. Manatee United Methodist Church
9. Seasonal Agricultural Farm Workers Council
10. First United Methodist Church
11. First Baptist Church of Palmetto
12. Episcopal Church
13. Greyhound Bus Lines
14. Church Women United
15. County Health Department
16. Disabled Veterans
17. Community Action Migrant Program
18. Senior Citizens
19. Holy Cross Latin Society
20. Thom McAnn Shoe Store
21. Knights Templar
22. Public Library
23. Palmetto Youth Center
24. Palm Circle Sorority
25. Women's Guild
26. Club Les Coeurs
27. Seventh Day Adventist Church
28. Bradenton Herald
29. Social Security Office
30. Entre Nous Sorority
31. Division of Children's Medical Services
32. Frostproof Clinic
33. Spanish Mission
34. Catholic Church
35. Elks Lodge
36. Kiwanis
37. Retired Senior Citizens Volunteer Project
38. Red Cross
39. Head Start
40. Follow Through

41. Medi-Nutriment Program
42. East Coast Migrant Health Project
43. Hillsborough Box Company
44. Christmas Bureau
45. Hillsborough County Mental Health Cente
46. Ybor Medical Center
47. Ybor Lions Club
48. Insurance Company of North America
49. Tampa General Hospital
50. Prevention of Blindness
51. Model Cities - Child Development Center
52. Metropolitan Development Area
53. Medicare
54. United Cerebral Palsy of Tampa
55. Dr. Curtis Moore
56. Dr. Shirley Borkowf
57. Tampa Diagnostic and Evaluation Clinic
58. Cloth Closet
59. Tampa Electric Company
60. Hillsborough County Hospital
61. Housing Authority - City of Tampa
62. Neighborhood Service Center
63. Lawyers Referral Service
64. Legal Aid Bureau
65. Metropolitan Ministerial Alliance
66. Needle Work Guild
67. Immigration and Naturalization
68. Jaycees
69. Camp Owners
70. The Clothes Line
71. U.S. Post Office
72. St. William Convent
73. Bartow General Hospital
74. Sheriff's Department
75. Mr. and Mrs. Falconer
76. Spanish Baptist Church
77. Goodwill Store
78. B.C. Cook Citrus Growers
79. Polk General Hospital
80. Parkland Baptist Church
81. Davidson Clinic
82. Lakeland Helping Hand
83. WMU Circle
84. Mae's Fabric
85. Kash n' Karry
86. St. Vincent DePaul
87. Beta Sigma Phi
88. Jewett Service Club
89. Garden Motor Lodge
90. Planned Parenthood
91. Belk Lindsey
92. Goodies Shoes
93. Lakeland Medical Center
94. Snyder's Shoes
95. Church Service Center - Winter Haven

96. Church of God
97. Winn Dixie
98. A & P Store
99. King's Growers
100. Winter Haven Family Emergency Services
101. Auburndale Relief Society
102. Auburndale First Baptist Church
103. Coca Cola Company

The following table, Table 3. shows how the various agencies described above join into this cooperative effort.

TABLE 3.
MIGRANT EDUCATION COORDINATION WITH OTHER PROGRAMS

| PROGRAM | FEDERAL | STATE | LOCAL |
|---|---|---|---|
| Early Childhood | Shelter (trailer)<br>food (commodities)<br>materials of instruction<br>Teachers and tutors<br>MSRTS | Health Services (Health Dept. & private doctors)* | (all programs included in these local services)<br>clothing<br>psychological services<br>supervision<br>testing<br>classroom space<br>utilities<br>custodial<br>maintenance<br>transportation |
| Language Arts | materials of instruction<br>teachers<br>tutors<br>MSRTS | | |
| Learn & Earn | shelter (trailer)<br>materials of instruction<br>teachers<br>aides<br>MSRTS | | |

*The FMCCP funds this state contract

Due to a high incidence of malfunction in Mark 9 Teaching Machines in the Learn and Earn Program, a repair depot was established at one Regional Office. Machines needing emergency repairs were repaired in the district by the Media Specialist and the Learn and Earn Consultant or brought into the Regional Office for repair. Even when waiting for parts, the repair time was less than that experienced in sending units to the manufacturer's repair depot. The cost was also considerably less.

## BILINGUAL EDUCATION FOR SPANISH SPEAKING STUDENTS

Fifty-six Spanish speaking elementary level students in Indian River County were taught in half-day special programs which capitalized upon the children's already developed Spanish leanguage skills to teach skills in reading, mathematics and social studies. Proficiency in both Spanish and English were goals. This program was selected for demonstration by the Florida State Department of Education in its June "Share Fair" of exemplary programs.

Fifty students in grades 6 7, and 8 were selected to participate in the Collier Bilingual/Bicultural program. Students (whose native language was Spanish and spoke little English) were identified from a target population in the Immokalee Middle School and became a component to the ESL program already in existence. Two groups of 25 students were provided instruction 2½ hours daily. Collier County provided space for the program and all needed equipment. Evaluation of this program will be performed when sufficient data is available for students who were given pre and post-tests in Spanish and English.

MINICOMPUTER RECORDKEEPING IN READING

All elementary students (262) in Orange County enrolled in criterion reading programs in ten schools had computerized records. Teachers and Tutors used identical coding to that of handwritten records as input data for the computer. Outcome was faster turnaround of prescriptions for students, better management and supervision of program because monitoring via computer output was immediate. Year end reports were avaliable directly from computer with no additional teacher effort.

## VII. INSERVICE TRAINING

A. Indicate the types of programs conducted in preservice, inservice and postservice staff training.

Inservice and ongoining visitations were conducted by regional and county consultants. Where county projects provide for head teachers or curriculum specialists, inservice was a county responsibility. In all other districts, regional consultants did the follow-up inservice which was begun at the State's workshops. Special county-wide, inservice days were scheduled in refinement of techniques and entering test data on the Migrant Student Transfer System.

An inservice van is used in one region to take the materials and activities directly to schools. The development of "modules" for inservice training sessions is an important part of this effort and will be reported in more depth next year.

A continuing example of ongoing follow-up of FMCCP conferences and workshops is the LEA Master Plan for Inservice. A state requirement, under which points are earned for inservice training, this Master Plan includes components for FMCCP personnel.

Early Childhood

Statewide Early Childhood Conference held in Ft. Lauderdale in August.

Local preservice for teachers and aides were held in each county.

Inservice meetings and on-site consultations were held during the year for teachers and aides.

Postservice dealt with final evaluation of program (records, tests, scores, check list, inventory, etc.).

Early Childhood head teachers met several times during the year to plan inservice and to reach an agreement on all forms, tests, guides, etc.

Early Childhood head teachers and Regional consultants met several times during the year to refine objectives and to review results of State assessment personnel working on a new testing instrument.

Language Arts

Preservice and inservice sessions with the teachers and tutors stressed development of familiarity with program component materials. Personnel were encouraged to innovate and evaluate new materials that would enhance the chances of meeting the program's objectives.

State-wide Language Arts Conference held in Orlando between September 3-6 and Conference follow-up.

Local preservice for tutorial teachers and tutors held for each county personnel and inservice follow-up.

Inservice training and on-site consultation with tutorial teachers and tutors throughout the year in each county.

Learn and Earn

Preservice and inservice sessions were held with both teachers and their assistants. Program familiarization and proper utilization of equipment was one of the areas of staff training. Pupil placement individualizing program of instruction were also covered.

State-wide Learn and Earn Conference held in Sarasota between September 3-6.

On-site inservice with teachers and teacher assistants throughout the year in each county.

Supportive Services

State-wide Supportive Services Conference in Hollywood between August 28-29.

Drive-in workshops in Immokalee and Homestead on February 1 and February 15.

Individualized inservice was provided to personnel in the field through on-site visitations by the regional consultants.

B. Visitors from other State Programs.

The office of Migrant Child Education, Arizona Department of Education participates annually in a teacher exchange program with the State of Florida.

A report of this exchange* reflects impressions given by individuals to visits in Orange County, Lake County, Indian River County, and in the Regional Office in Orlando. And it contains photographs of the highlights each phase of the migrant instructional program, personnel and facilities. Although each person reported from a different point of view, there is striking similarity between observations and those details which the visitors reported.

Language Arts

Selected district and regional staff members went to Ohio, North Carolina, Virginia, and New Jersey to assist those states in the installation of the Criterion Reading Assessment System in their migrant education programs.

Learn and Earn

Names of students who planned to be in states "up the stream" during the summer, were sent to cooperating states so that these students could be enrolled in a continuing program.

At the National Migrant Education meeting in New Orleans, a demonstration of the Florida Learn and Earn program was given via a tape/slide show.

Eastern Stream Cooperation

Several regional and district personnel attended a special conference held in Orlando, Florida for the purpose of jointly planning and writing project proposals dealing with all aspects of Migrant Education. When the materials which had been developed at this meeting were published, each participating state had available the means to provide continuity in programs between cooperating states.

C. Did the instructional staff receive training in the use of supplemental curriculum materials and equipment? Indicate the type of training.

Training of instructional staff in the use of supplemental materials and equipment took place both in the regional offices and at school district level. This training was lecture with hands-on applications. At district level, children were sometimes present to assist in demonstrating use of materials.

*On file in the State Administrator's office

D. Indicate how curriculum materials from feeder States were utilized in your training and planning.

Language Arts

The ESL portion of the Language Arts Component uses materials developed in California and Texas. The materials utilized are the California H-200 Lessons (Teaching English Early) and the Texas revision of H-200 Region One Curriculum Kit Material (ROCK).

E. Indicate the degree of interstate planning involved in this service and the states that participated.

Early Childhood

Participated in the Parent/Early Childhood Conference in Denver sponsored by the U.S. Department of Health, Education and Welfare.

Participated in the regional Southern Association on Children Under Six in Miami Beach in April.

Attended National Association for the Education of Young Children. Early Childhood Consultant visited paraprofessional training programs at Pan American University and Terrant Junior College in Texas.

Language Arts

Participated in the interstate peer-training workshop in New Jersey during October, sponsored by the New Jersey and Florida Migrant Programs.

## VIII. NON-PUBLIC SCHOOL PARTICIPATION

The Gulf and Western Company which employs large numbers of seasonal workers to handle crops in the vicinity of Fellsmere, Florida, built a large mobile home community to provide housing for these workers. Because

these families have a relatively large number of preschool children, they needed a nursery school to care adequately for these children during work hours when both parents were working. The company provided two mobile hom with adjacent fenced play area for this Early Childhood unit. The Regiona staff provided teachers, instructional materials, lunches and supervision of this program. Although there is no formal test data, the cooperative agreements have been renewed for the coming year. Results will become mor evident as newly developed test instruments come into use this year and as children from this program enter the regular school program where they wil be tested as part of the county school system's regular school testing pro

In Hastings, Florida, although the school system already had instructi programs for 4 and 5 year old migrant children, they could not make space available for the 3 year olds. A special arrangement was worked out where the 3 year old program was housed in a building owned by and adjacent to a church. Staff, materials and supervision was made available at first dire from the Regional office. Subsequently, an additional agreement was worke out through the Flroida East Coast Head Start Program who took over the to operation of the unit, using staff and funds from the regional office.

## IX. DISSEMINATION

Interstate dissemination is handled through the office of the State Administrator in Tallahassee except by direction or upon special request.

At the beginning of planning for each year's programs, a meeting is held where county coordinators, county supervisory staff members, teachers and state staff and consultants come together to share ideas for changing and improving the previous year's work.

Following consolidation of program formats, each component has an annu workshop/conference where classroom personnel and regional staffs begin pr service training and plan for the necessary inservice which will follow.

Throughout the year, each component (ECLP, LAT, L&E, and SS) hold meetings where regional and county staff may plan, and share.

Reports of the meetings, special bulletins and pamphlets are distributed throughout the state, to every professional and supplementary staff member. Requests for special materials, instructions and follow up are also circulate

Parent Advisory Groups meet and are given program information relating to their schools or district.

## X. COMMUNITY INVOLVEMENT

A. Did you have migrant parents participating in your program?

B. Indicate the activities involved.

C. Indicate how parents were involved in the planning of these activities.

D. Indicate how other volunteer help was utilized to meet the objectives of your programs.

### Parent Advisory Councils (P.A.C.)

The implementation of such projects as the Toy Library Program, even though this program was not conintued, led to an increased emphasis on parent involvement through Parent Adivsory Councils. Thus, parents were invited to meetings and asked to represent their groups in P.A.C.'s.

In addition to the formation of County P.A.C.'s, teachers in some schools adopted a program of classroom meetings to which the parents of their student were invited. At these meetings they talked about the children's progress and explained the programs to the parents. Migrant mothers and fathers demonstrated considerable interest in these meetings by their attendance.

The table on the following page shows typical parent advisory council activity for ten selected schools.

TABLE 4. SUMMARY OF PAC MEETINGS
HELD IN TEN SELECTED COUNTIES

| NUMBER OF PAC'S | NUMBER OF MEETINGS | NUMBER ATTENDING | NUMBER OF CERTIFICATES GIVEN* |
|---|---|---|---|
| 20 | 51 | 1,466 | 88 |

* Certificates of participation were "awarded" to all who attended.

## SUMMARY OF PARENT ADVISORY COMMITTEE MEETING

As a progressive step towards a more harmonious relationship between the migrant family and the school, all regional offices of the Florida Migratory Child Compensatory Program encouraged the Migrant personnel to conduct Parent Advisory Committee meetings in their counties.

The Parent Advisory Committees consisted of the parents of Migrant children who were enrolled in the FMCCP components, Language Arts, Early Childhood and Learn and Earn. The officers of the committees were elected by fellow parents. The officers met for the purpose of helping to improve the FMCCP by working cooperatively with teachers, administrators, and representatives of local social agencies. Parents were elected or volunteered to be Regional Representatives. A meeting was hosted by the Region office. The meetings in the various counties were held at the convenience of the migrant parents, i.e., nights and weekends.

Before meetings were held, the Regional staff was notified and consult attended PAC meetings throughout the Regions. Tabulations of the kinds of activities and an indication of the frequency with which meetings were hel can be found in the following pages.

Social Educators were responsible for notifying the parents of the meetings; the time, place and agenda.

Community Invovelment Activities

Examples of activities and functions sc led include:

1. Introduction of parents and mi personnel.
2. Displays of student work and pr cts.
3. Explanation of different migrant programs available and their purpo
4. Presentations of different materials utilized for instruction.
5. Formation of Parent Advisory Committees and election of officers.
6. Explanation of services available to the migrant students.
7. Programs presented by students.
8. Parent sponsered activities for students (i.e. field trips, picnics and assisting teachers with specific classroom activities).

Community involvement and parent participation is encouraged in all fac of the migrant program. Activities such as those listed below serve to brin about a better understanding of the total program for both the community an the migrant instructional personnel.

Parent Education

Enrolling as many migrant parents as possible in available adult education classes was another objective of parent involvement. In some counties, Basic Education classes leading to a high school equivalency (GED were offered free of charge to migrants working in the program. The real need for a great many migrants, however, was to master the very basic skills of reading and writing and to learn English. Such classes were formed with the approval and support of the county administrators. Recognizing that most migrants return to the area in October, the classes began the last week of that month rather than adhering to the traditional school calendar.

Sewing classes were organized for migrant mothers. In Collier County, such a class has been offered continuously for the past two or three years attracting many migrants when they are in that area.

## XI. PROGRAM EFFECTIVENESS

Indicate migrant programs that were conducted and met with little no success.

The instructional program consists of three (3) components listed the order of increasing ages of children involved: Early Childhood P Language Arts Tutorial Program and Learn and Earn.

Each of the program components has been evaluated separately with the districts. Listed previously are numbers of children involved in program. Student gains were measured using a variety of tests and by analysis of successful program completions. Every program showed som degree of success. Each program will be reviewed separately showing evaluation plan and the analysis which was done.

### EARLY CHILDHOOD LEARNING PROGRAM

A special evaluation of Early Childhood program effectiveness was undertaken during the spring of this year. Test scores were gathered first and second grade students who had previously been in ECLP. The report of this analysis shows that benefit is evident in several ways younger students benefit most, there are fewer retentions in first gr difference between the migrant students who have had preschool experi and non-migrant students who did not have this experience are difficu establish upon entry into first grade.

# REVIEW OF FLORIDA EARLY CHILDHOOD READING READINESS GAINS

## BACKGROUND

A review of Early Childhood gains in language arts was undertaken early spring of 1975. The review was made on the basis of test scores from twenty Florida counties. The scores used in the review were thos resulting from the pre and post testing procedures that are indigenous each county's program.

Since the review was conducted after-the-fact, the following two factors constrained the experimental design:

1) Limited number of students meeting the criteria for inclusion in experimental groups by county.

2) A vast array of different tests across the state.

This factor is both an advantage and disadvantage. It is disadvantageous because the limited number of students taking the same test restricts the amount of data that can be pooled to obtain statewide representative samples.

The advantage offered by this factor is inherent in the effect of variety on test bias. Having a variety of test types means that statewide findings are less lik to be a product of cultural, linguistic or other bias exhibited by any one test. The net result of this facto is that whatever information is lost becuase of test variety is offset by believability of the information that is presented.

SECTION I

The purpose of this review was to inquire into four questions

A - Questions 1 and 2

Because of their interrelated nature, these questions w
addressed jointly.

Question 1 - Do first grade migrant students who have had Ea
hood program experience enter first grade with
reading readiness level as do regular school st

Question 2 - What is the effect of varying amounts (none, on
and three years) of Early Childhood experience
ing readiness at first grade entry?

Results

a) Migrant students with two or three years of Early C
experience enter first grade with about the same le
reading readiness as do the non-migrant students re
in the review.

b) Migrant students with no Early Childhood experience
with one year of Early Childhood experience enter t
grade with a lower level of reading readiness than
migrant students.

c) Migrant students with two and three years of Early
experience enter the first grade with a highe: read
level than do migrant students with no Early Childh
ience or those with one year of Early Childhood exp

d) The more years of Early Childhood experienced by migrant students the higher their reading readiness level is likely to be when entering first grade.

Table 5 is a graph of the means of the groups. This graph portrays the findings stated above.

B - Questions 3 and 4

These questions are also interrelated and will be addressed jointly.

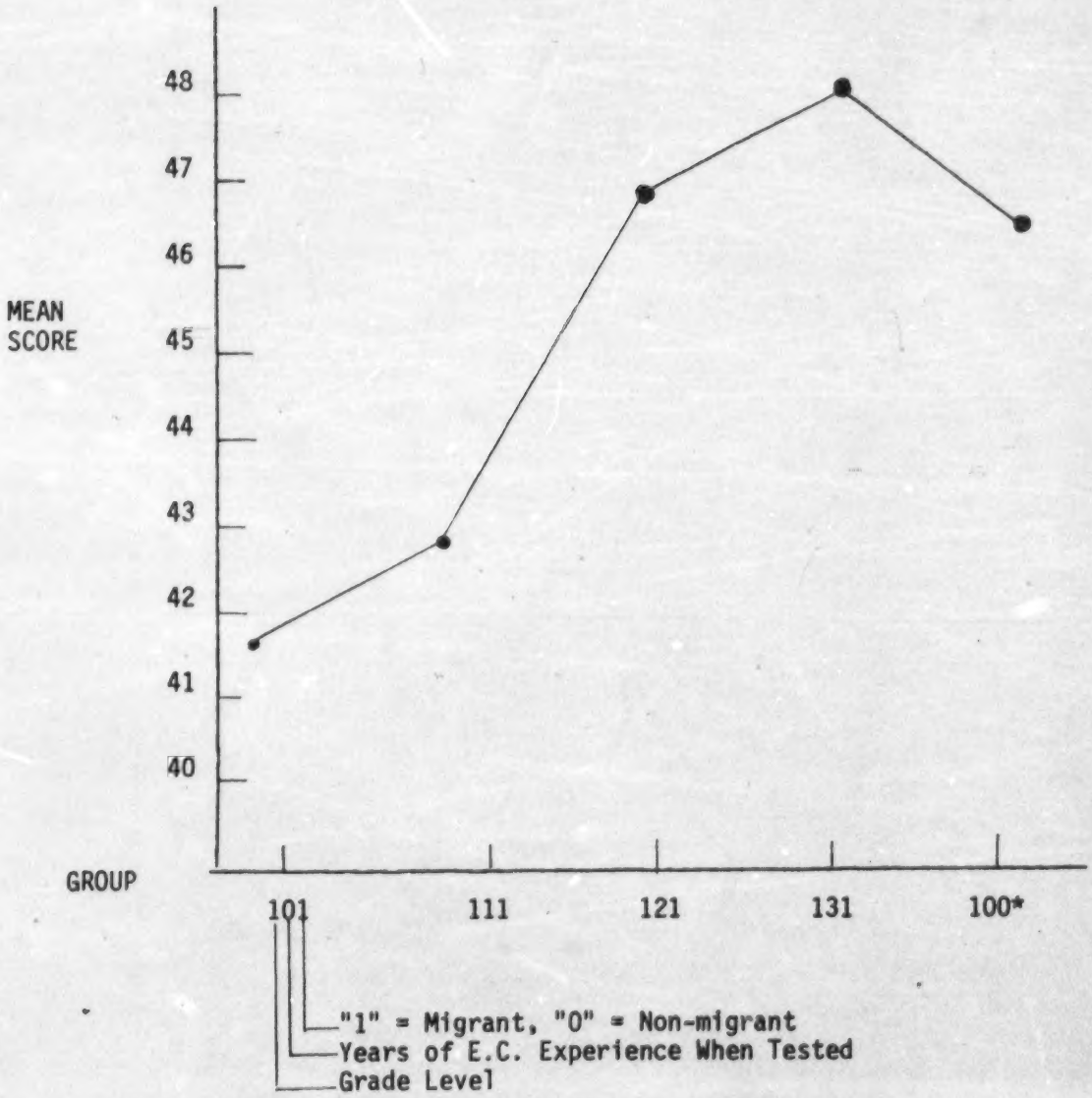
Question 3 - What is the effect of varying amounts (years) of Early Childhood experience on success during the first grade?

Question 4 - What is the relationship between age of a student and benefits to be gained from Early Childhood experience?

A fundamental measure of 'success' is the ability of the migrant student to avoid repeating the first grade. Table 6 compares percentages of migrant students repeating first grade as influenced by different amounts of Early Childhood at different ages.

TABLE 5

DISTRIBUTION OF METROPOLITAN READING READINESS
(RAW) SCORES




*MANY OF THE NON-MIGRANT STUDENTS ATTENDED PUBLIC KINDERGARTEN

TABLE 6

DISTRIBUTION OF STUDENTS WHO REPEATED FIRST GRADE

FROM A SAMPLE OF 1015 STUDENTS

The following rank order (least to greatest percentage repeating) was prepared from the attached table.

| RANK | PROGRAM PARTICIPATION | PERCENTAGE REPEATING |
|---|---|---|
| 1 | Migrant students in EC 3, 4 and 5 | 0 |
| 2 | Migrant students in EC 3 only | 0 |
| 3 | Migrant students in EC 3 and 5 only | 0 |
| 4 | Non-migrants in public kindergarten only | 2.4 |
| 5 | Migrant students in EC 3 and 4 only | 3.8 |
| 6 | Migrant students in EC 4 and 5 only | 4.6 |
| 7 | Total migrant students in EC only | 7.1 |
| 8 | Migrant students in EC and public kindergarten | 7.5 |
| 9 | Migrant students in public kindergarten only | 9.6 |
| 10 | Migrant students in EC 5 only | 9.8 |
| 11 | Non-migrant students without preschool or public kindergarten | 14.2 |
| 12 | Migrant students in EC 4 only | 14.8 |
| 13 | Migrant students without preschool or public kindergarten | 32.6 |

Several results suggest themselves:

a) More benefit is derived when the child is started as early as possible in the program.

b) Three years of age is by far the optimum age for maximizing Early Childhood experience.

c) Once the child reaches the age of four without Early Childhood, two years of Early Childhood are required to obtain benefits anywhere approaching those obtained during age 3.

d) Early Childhood program experience of any kind is effective in reducing the likelihood of reapeating first grade to a level equal to or below that of non-migrant students with no preschool experience.

## LANGUAGE ARTS TUTORIAL PROGRAM

State project proposal forms provided for each school district as guidelines for structuring components within their own proposals, contain the objectives and evaluation to be used in the Language Arts Tutorial Program (LAT). These objectives and evaluation are repeated below for review.

| Performance Objective | Evaluation |
|---|---|
| 1. Given the benefit of a minimum of 80 hours or more of instruction in the tutorial program, the migrant student will demonstrate a mean gain of 1½ months for every 20 hours of instruction in overall reading achievement. | 1. The 1973 Edition of the Stanford Reading Test, Grades 2-12, will be administered. |
| 2. Given the benefit of a massive language saturation program, the student will demonstrate increased oral language skills. | 2. The Silvaroli Oral Language Assessment, Revised Edition, will be administered as a pre and posttest. |
| 3. Following small group and individual instruction in the migrant tutorial program, students will demonstrate ability to communicate and transfer learning in a variety of settings. | 3. Tutorial teachers and tutors will keep accurate records of student progress which will be shared with the regular classroom teacher Standardized and informal tests will be utilized where applicable. |

The standardized test results are shown in grade level equivalents for ease in comparing gains to objectives. There were so few students who received 80 hours (4 months) of instruction, however, that this element of the objective was eliminated.

Further, because of widespread adoption of county-wide testing programs, it was decided not to add the complication of further testing in these counties where the Stanford test was not used. As a result the gains made will not be equated throughout the state but simply listed by the name of the test given.

Table 7 shows the presentation of standardized test data.

TABLE 7. RESULTS ON STANDARDIZED TESTS

| TEST NAME | N IN PROGRAM | N PRE-POSTTESTED | AVERAGE MONTHS INSTRUCTION | AVERAGE GAIN PER MONTH INSTRUCTED |
|---|---|---|---|---|
| CTBS | 394 | 160 | 2.44 | 1.39 |
| MAT | 905 | 441 | 3.41 | 2.14 |
| SAT | 2117 | 1673 | 2.27 | 1.75 |

As it can be seen, the desired average of one month gain for each month of instruction was exceeded by a large margin. When compared to the average gains expected for disadvantaged children in general (.7 months per month) these gains are between twice and three times as high as expected!

Not all schools in the state have spanish speaking children who's language ability was assessed using The Silverali OLA Test. Results, where it was used, revealed serious problems with validation and the ability to make adequate and proper conclusions. Recommendations are given before another attempt is made to use this test:

1. OLA Test can be used to measure children's oral language development. However, if it is to be used, it needs to be revised.
2. Further study is needed on the inner-correlations of the OLA to determine the relationship between number of words a child speaks and his verbal syntactical patterns. This would provide a measure of internal consistency of the OLA.
3. Follow-up studies should be done to determine whether OLA is a predictor of a child's later success in reading.

4. ECLP showed progress for both English and Spanish-speaking children according to all three tests. However, substantiation for reporting gain scores rather than just pre and posttest scores is given. If this is not done, innacurate conclusions may be reached.

5. Teachers need to reassess their subjective measurement of students. Operational definitions must be provided for a clearer interpretation.

Criterion Reading Assessment

One measure of effectiveness, although not listed as an instrument, is the record of assessments given, and subsequent gains shown by using the criterion reading assessment (CRA). The CRA system was the backbone of the individualized tutorial reading program. The structural hierarchy of the CRA system lends itself to analysis of gains made by determining those skills not known before instruction and comparing them with those mastered after instruction. The percentage of gain is found by dividing skills mastered (M's) by those unknown prior to instruction (N's). Thus percentage of gain = M's/N's. See Table 8.

Next year's objectives should be so stated that a gain will be expected in the percent of skills mastered after instruction. As this percentage increases, the benefits to students from the tutorial instruction become more evident. It is reasonable to expect gains to increase as teachers and aides become more experienced within the program.

Interstate cooperation should be stressed. It is evident that the time in program for Florida's migrant students is not sufficient to provide a year's growth even with unusually high gains. If the gains which have been reported could be spread out over a greater number of months, hopefully the entire school year, the results of compensatory education would be obvious.

TABLE 8.
COMPOSITE CRITERION ASSESSMENTS BY LEVELS

| CRITERION ACTIVITY | LEVEL I (72 SKILLS) | LEVEL II (24 SKILLS) | LEVEL III (49 SKILLS) | LEVEL IV (42 SKILLS) | ( |
|---|---|---|---|---|---|
| Assessments Administered | 104,184 | 66,387 | 55,431 | 5,476 | |
| "P's" Diagnostic Outcome Assessment | 84,374 | 24,312 | 29,505 | 3,247 | |
| "N's" Diagnostic Outcome Assessment | 19,910 | 31,845 | 26,917 | 2,239 | |
| "M's" Skills Mastered After Instruction | 10,728 | 12,538 | 10,624 | 1,007 | |
| Skills Not Yet Mastered | 9,574 | 9,346 | 16,537 | 1,372 | |
| M/N %Gains - Skills Mastered After Instruction | 53.9% | 39.4% | 39.5% | 45.0% | |

The State of Florida conducts a statewide assessment program. One of the areas involves third grade students in communications skills. A selecte sample of third graders which was selected statewide, involved some migrant students. When the students who had been selected completed the assessment instrument, their efforts were analyzed. Factor analysis showed how individ students compared to statewide averages. These results were made available following the analysis.

A second factor analysis was done to reveal results of efforts of studen who had been identified as migrant students. For these students, averages were computed for each item.

Table 9 has been prepared to show statewide averages for all children, f migrant children and the differences between these averages for each item. Also in the table, one will find the names (characteristics) of major object under which the individual items appear.

No comparative results are obtainable this year beyond establishing basi communication deficiencies of migrant students. Next year, however, some longitudinal comparisons will be possible.

# TABLE 9. DISTRIBUTION OF SCORES ON STATEWIDE COMMUNICATIONS SKILLS ASSESSMENT SHOWING STATEWIDE AVERAGES COMPARED TO MIGRANT STUDENT AVERAGES

| | 01-017 | 01-018 | 02-019 | 02-020 | 03-021 | 03-022 | 04-023 | 04-024 | 05-025 | 05-026 | 06-027 | 06-028 | 07-029 | 07-030 | 08-031 | 08-032 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| State | 78.9 | 76.6 | 73.9 | 84.2 | 93.0 | 88.6 | 86.4 | 86.3 | 91.2 | 83.3 | 71.9 | 73.9 | 62.0 | 47.3 | 68.9 | 59.2 |
| Migrant | 62.6 | 57.9 | 50.8 | 66.9 | 81.4 | 72.9 | 68.1 | 66.3 | 76.5 | 63.8 | 49.6 | 57.3 | 40.1 | 27.8 | 47.6 | 39.4 |
| Diff. | 16.3 | 18.7 | 23.1 | 17.3 | 11.6 | 15.7 | 18.3 | 20.0 | 14.7 | 19.5 | 22.3 | 16.6 | 21.9 | 19.5 | 21.3 | 19.8 |

| | 09-034 | 10-001 | 10-011 | 11-003 | 11-010 | 12-002 | 12-013 | 13-004 | 13-015 | 14-005 | 14-012 | 15-006 | 15-016 | 16-007 | 16-014 | 17-008 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| State | 76.2 | 97.7 | 91.6 | 90.4 | 89.0 | 96.3 | 90.2 | 90.2 | 88.8 | 97.2 | 94.2 | 98.1 | 92.9 | 84.5 | 88.1 | 90.5 |
| Migrant | 56.2 | 94.1 | 79.7 | 76.5 | 72.9 | 91.7 | 81.7 | 77.2 | 72.8 | 94.7 | 87.3 | 95.6 | 83.7 | 66.1 | 73.5 | 78.6 |
| Diff. | 20.0 | 3.6 | 11.9 | 13.9 | 16.1 | 4.6 | 8.5 | 13.0 | 16.0 | 3.5 | 6.9 | 2.5 | 9.2 | 18.4 | 14.6 | 11.9 |

| | 18-036 | 19-059 | 19-060 | 19-061 | 20-056 | 20-057 | 20-058 | 21-049 | 21-050 | 21-051 | 23-062 | 23-063 | 23-064 | 23-065 | 24-066 | 24-06 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| State | 88.6 | 92.8 | 89.4 | 87.0 | 83.7 | 83.9 | 89.8 | 72.5 | 80.1 | 71.5 | 82.7 | 80.8 | 87.1 | 84.1 | 86.3 | 81.5 |
| Migrant | 76.0 | 79.7 | 74.9 | 71.2 | 69.7 | 69.3 | 76.1 | 54.9 | 69.1 | 52.7 | 64.8 | 58.5 | 69.2 | 63.1 | 72.1 | 59.8 |
| Diff. | 12.6 | 13.1 | 13.5 | 15.8 | 14.0 | 14.6 | 13.7 | 17.6 | 11.0 | 18.8 | 17.9 | 22.3 | 17.9 | 21.0 | 14.2 | 21.7 |

| | 24-068 | 24-069 | 26-073 | 26-074 | 28-095 | 28-096 | 28-097 | 28-098 | 28-099 | 29-100 | 29-102 | 31-101 | 31-103 | 32-070 | 32-071 | 32-07 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| State | 87.5 | 77.6 | 60.3 | 58.9 | 78.9 | 71.3 | 62.6 | 65.1 | 65.9 | 74.8 | 50.5 | 65.2 | 70.8 | 87.9 | 88.1 | 90.1 |
| Migrant | 69.1 | 47.9 | 40.4 | 42.4 | 58.1 | 49.4 | 50.4 | 44.0 | 44.7 | 52.4 | 36.3 | 45.5 | 50.8 | 72.5 | 74.1 | 76.3 |
| Diff. | 18.4 | 29.7 | 19.9 | 16.5 | 20.8 | 21.9 | 12.2 | 21.1 | 21.1 | 22.4 | 14.2 | 19.7 | 20.0 | 15.4 | 14.0 | 13.8 |

| | 33-092 | 33-093 | 33-094 | 34-040 | 34-041 | 34-042 | 35-075 | 35-076 | 35-077 | 35-078 | 35-079 | 36-080 | 36-081 | 36-082 | 36-083 | 37-03 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| State | 54.1 | 56.6 | 60.2 | 95.0 | 94.9 | 97.5 | 82.0 | 76.3 | 75.4 | 76.0 | 69.8 | 70.2 | 69.0 | 75.5 | 81.7 | 82.1 |
| Migrant | 32.5 | 34.7 | 39.3 | 86.1 | 85.3 | 93.5 | 67.4 | 60.3 | 55.6 | 56.0 | 53.5 | 70.2 | 66.4 | 62.4 | 73.8 | 58.9 |
| Diff. | 21.6 | 21.9 | 20.9 | 8.9 | 9.6 | 4.0 | 14.6 | 16.0 | 19.8 | 20.0 | 16.3 | 00.0 | 2.6 | 13.1 | 7.9 | 23.2 |

| | 39-043 | 39-044 | 42-052 | 42-053 | 42-054 | 42-055 | 43-084 | 43-085 | 43-086 | 43-087 | 43-088 | 43-089 | 43-090 | 44-045 | 44-046 | 44-04 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| State | 83.4 | 75.9 | 85.4 | 86.9 | 85.1 | 86.6 | 81.2 | 77.2 | 78.1 | 72.1 | 81.1 | 81.0 | 76.8 | 51.9 | 56.6 | 46.9 |
| Migrant | 62.3 | 51.9 | 68.5 | 73.7 | 67.3 | 71.6 | 73.9 | 63.2 | 58.8 | 54.4 | 67.7 | 65.8 | 61.7 | 28.0 | 31.2 | 26.4 |
| Diff | 21.1 | 24.0 | 16.9 | 13.2 | 17.8 | 15.0 | 7.3 | 14.0 | 19.3 | 17.7 | 13.4 | 15.2 | 15.1 | 23.9 | 25.4 | 20.5 |

01 Identify Words Containing the Long /A/ Sound as in Baby.
02 Identify Words Containing the Long /A/ Sound as in Bake
03 Identify Words Containing the Long /E/ Sound as in Be.
04 Identify Words Containing the Long /I/ Sound as in Climb.
05 Identify Words Containing the Long /O/ Sound as in Boat.
06 Identify Words Containing the /A/ Sound as in Cat.
07 Identify Words Containing the /E/ Sound as in Bed.
08 Identify Words Containing the /I/ Sound as in With.
09 Identify Words Containing the /O/ Sound as in Hot.
10 Identify Words Containing the /B/ Sound as in But.
11 Identify Words Containing the /CH/ Sound as in Change.
12 Identify Words Containing the /D/ Sound as in Dog.
13 Identify Words Containing the /TH/ Sound as in Thin.
14 Identify Words Containing the /F/ Sound as in For.
15 Identify Words Containing the /M/ Sound as in Man.
16 Identify Words Containing the /SH/ Sound as in Ship.
17 Identify Words With the /S//Z/ Sounds as in Stop or Best.
18 Identify the Number of Syllables in Orally Presented Words.
19 Construct Compound Words from Given Base Words.
20 Identify the two Words that make up a Contraction.
21 Identify the Plural Form of a Singular Noun.
23 Identify the Synonym of a Given Word.
24 Identify the Anyonym of a Given Word.
26 Identify the Main Idea of a Paragraph.
28 Identify the Answer to Specific Questions about a Story.
29 Identify Details Which are Inferred from a Selection.
31 Identify Why Something Happened in a Story.
32 Determine if a Sentence Describes Something Real or Unreal.
33 Identify the Sequence of Events in a Story.
34 Determine the Chronological Order of Pictured Events.
35 Alphabetize Words with Different Beginning Letters.
36 Distinguish Complete Sentences from Sentence Fragments.
37 Transform a Declarative Sentence into a Question.
38 Write a C about a S
39 Compose a
42 Indicate a Period
43 Identify Capitaliz
44 Identify quiring C

## LEARN AND EARN PROGRAM

Objectives for Learn and Earn programs called for some recordkeeping and analysis which did not produce fruitful results. The following evid of program quality is sufficient, however, to judge the effort worthwhil and effective.

Nowhere does one find stipulated that Learn and Earn will help stude decide to remain in school after they have reached the legal age to quit (16 years old). Florida's Learn and Earn program has consistantly demon strated this holding power through the numbers of students over 16. Thi year, even with incomplete records, at least in one region 73 stayed aft 16, 9 after 17, and 3 after 18.

A sampling consisting of all students from 46 units shows how studen enrolled in the various occupational training programs. To simplify comparison, these have been ranked from most popular to least.

TABLE 10. ENROLLMENT BY OCCUPATIONAL TRAINING PROGRAM SHOWN AS PERCENT OF THE TOTAL ENROLLMENT

| Course | Percentage |
|---|---|
| 1. Typing | 23.2 |
| 2. Small Engines | 18.7 |
| 3. Supermarket Cashier | 10.6 |
| 4. World of Work | 10.5 |
| 5. Auto Tune-up | 10.2 |
| 6. Marine Engine | 9.4 |
| 7. Consumer Education | 6.7 |
| 8. Hospital | 5.1 |
| 9. Sewing | 2.3 |
| 10. Agriculture (Business) | 1.0 |
| 11. Recordkeeping | 0.8 |
| 12. Job Orientation | 0.6 |
| 13. Motel Housekeeping | 0.1 |

Examination of student records in 25 units shows how many students who start a program complete it. Completion was credited where courses not have a limit on studies undertaken, if student remained enrolled to the end of the year.

TABLE 11.
LEARN AND EARN PROGRAM ACTIVITIES
1974-75

| COURSE TITLE | NUMBER OF STUDENTS ENROLLED IN COURSE | NUMBER OF STUDENTS COMPLETING COURSE | PERCENT STUDENT COMPLET COURSE |
|---|---|---|---|
| 1. Typing A-F ** | 510 | 19 | 3. |
| Hotel/Housekeeping | --- | --- | -- |
| 2. Small Egnines | 402 | 148 | 36. |
| 3. World of Work A-C | 361 | 4 | 1. |
| 4. Consumer Education A-F | 243 | 19 | 8 |
| 5. Marine Engines | 212 | 29 | 13. |
| 6. Auto Tune-up | 188 | 47 | 25 |
| 7. Supermarket | 175 | 70 | 40 |
| 8. Hospital/Patient Care | 65 | 65 | 100 |
| 9. Sewing* | 39 | 39 | 100 |

* This is a continuing study - no specific number of lessons - n dropped out or failed.

** Most students employed as typists. Students by highest number demonstrate that this is the most satisfying course offered.

At various time throughout the year, as deemed reasonable by the Lea and Earn teachers in terms of the services which the student can perfor for an employer, students are permitted to seek employment in occupatio which have as close a relationship to the occupational training which t student is studying, as possible. Because some students are not ready employment early in the year, and some students do not remain on the jo once employed, it is difficult to stipulate how many students are "empl When a survey was made at one point in the year, approximately one-thir were employed. Later in the year, employer evaluations showed that emp felt that the services provided were valuable.* Table12 shows employer ratings for 210 students.

TABLE 12. EMPLOYER EVALUATIONS OF STUDENT WORKERS, SHOWING NUMBERS AND PERCENT

| | EVALUATIONS | | | |
|---|---|---|---|---|
| | Excellent | Good | Unsatisfactory | Uncommit |
| Number of Evaluations | 1590 | 1083 | 239 | 86 |
| Percent | 54 | 35 | 8 | 3 |

At the beginning of the project year, counties estimated that they serve more students in the Learn and Earn program than they actually we able to do. Actual count turned out to be 1347 served, of whom 762 wer male and 585 female. Since the courses available provide equally for m or female, it leaves one wondering why more boys than girls are served. Mechanical courses, vis. Auto tune-up, Small Engines and Marine Engine account for almost 40% of all course enrollments. That is, almost 2 ou every 5 students!

*A copy of the employer's evaluation form appears on the next page.

EMPLOYER'S - TRAINEE
EVALUATION FORM

Name _____ age _____ School _____ Jo

Please rate the student/trainee by placing a check in the appropriate
Rated student/trainee should be compared to average employees at same
doing similar work. Place "NA" where factors are not considered as a
Write any additional comments on the reverse side. (Check appropria

| Factors to Consider | Exceptionally Good | Good | Average | Poor |
|---|---|---|---|---|
| WORK ATTITUDES | | | | |
| 1. Quality (correctness, neatness of work) | | | | |
| 2. Initiative | | | | |
| 3. Ability to accept criticism | | | | |
| 4. Ability to follow directions and instructions | | | | |
| 5. Attendance Record | | | | |
| 6. Reporting to work on time | | | | |
| 7. Seriousness in attitude toward work | | | | |
| KNOWLEDGE AND SKILLS | | | | |
| 8. Ability to express himself orally | | | | |
| 9. Skill level needed to perform job | | | | |
| 10. Care and handling of tools and equipment | | | | |
| 11. Observance of safety rules | | | | |
| SOCIAL CHARACTERISTICS | | | | |
| 12. Courtesy | | | | |
| 13. Personal appearance | | | | |
| 14. Attitude toward public | | | | |
| 15. Attitude toward co-workers | | | | |

_____ / _____ / _____

Place of Business Date Employer's Signature

REF:RIV:mjs

## SUPPORTIVE SERVICES

The performance objectives listed for supportive services include:

| Performance Objectives | Evaluation |
|---|---|
| 1. Following a needs assessment by LEA's, eligible counties will establish supplementary migrant education programs | 1. When needs assessments are evaluated by regional and state level administrators, programs and funding are accepted or denied. |
| 2. Following implementation of a migrant program, the LEA through its appointed program director will assure that MSRTS is being utilized for migrant recordkeeping. | 2. MSRTS comprehensive enrollment sheets and data bank printouts. |
| 3. Following implementation of program, LEA supportive services will act as liaison between school, camp, and local agencies to assure maximum cooperation for benefit of student. | 3. Reports from schools, teachers, public agencies, media, employing agencies, and attendance personnel. |

The evaluation of supportive services includes health and Dental services, and terminal operator functions (entering and withdrawing students in the MSRTS). A separate report was be made of another supportive service which was carried out. That report, in the first section (exemplary projects) was called "Career Education Development Project 1974-75 Evaluation".

A measure of terminal operator activity is the number of students enrolled into the MSRTS. As listed in Table 2 on page 12, the total number of children identified was 54,841 of which number 19,455 were served in a variety of ways. These 19,455 children were given 40,037 services of different kinds and each of which was either health or dental was entered into the individual student's health record on the MSRTS.

Table 10 shows the relationship of selected services provided in several categories, to eligible children.

TABLE 13.
RELATIONSHIP BETWEEN SUPPORTIVE SERVICES PERFORMED

| | TYPES OF SERVICES | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Clothing | Food | Housing | Medical | Dental | Attendance | Identification | Enrollment | Other | Total |
| Number of Services | 1094 | 536 | 77 | 13,853 | 2,758 | 1033 | 2254 | 2640 | 627 | 24,872 |
| % of Total | 4.4 | 2.1 | 0.3 | 55.7 | 11.1 | 4.2 | 9.0 | 10.6 | 2.5 | 99.9 |

It is obvious which services are in greatest need; medical, dental, enrollment and identification. This may not be a true picture because this list is for services provided only by supportive services personnel. Identification and enrollment are done for every child, but often are handled by school secretaries and teachers. Thus, they may not be recorded as supportive services.

To show the variety of types of services performed a typical listing of these services as recorded within a single region is shown in Table 14 on the following page.

TABLE 14.
SUMMARY OF SERVICES PROVIDED IN SELECTED REGION

| | |
|---|---|
| Vision Screenings | 1166 |
| Retest | 281 |
| Referred to specialist | 81 |
| Glasses received | 42 |
| Audio Screenings | 873 |
| Retest | 220 |
| Referred to specialist | 24 |
| Hearing Aid received | 0 |
| Physical exam | 433 |
| Immunizations | 427 |
| Follow-up on physicals | 122 |
| Dental screening | 858 |
| Dental follow-up | 399 |
| In-patients | 9 |
| Out-patients | 42 |
| Prescriptions | 98 |

A list of the various categories of personnel who provide supportive services is shown in Table 15.

TABLE 15.
NUMBERS OF SUPPORTIVE SERVICES PERSONNEL BY CATEGORY

| Category | Number |
|---|---|
| Terminal Operators | 23 |
| Records Clerks | 51 |
| Part-time Records Clerks | 5 |
| Social Educators | 50 |
| Community Health Workers | 18 |
| Combinations | 8 |
| TOTAL | 155 |

Within each district's project proposal, the function and qualification of each category is spelled out.

A contract was entered into between the FMCCP and the Florida Department of Health to assure that the necessary health services would be available to children. Many of these services were performed by private physicians and other agencies because of the distances between where students live and available county health department clinics.

A variety of skin problems were treated such as impetigo, ringworm, scabies, fungus and the often associated infections which accompany them. All cases responded to treatment.

A few children were referred for special evaluation with subsequent identification and treatment of neurologic disorder, epilepsy, speech pathology, hyperactivity, and such other problems as umbilical hernia, phimosis, diuresis and T.B.

The supportive services component is a vital part of The Florida Migratory Child Compensatory Program. The personnel function to identify needs of children and to seek out and obtain services which can obviate these needs.

## XII. SPECIAL PROGRAMS

A. Indicate the programs that were conducted in the Vocational Education and handicapped areas.

Not Applicable.

## XIII. CONSTRUCTION - EQUIPMENT

A. If your application specified the purchase of equipment or construction how was it used to meet your program objectives?

Items of equipment are approved for purchase when they are a proper part of the listed needs of programs to be implemented by each district. There are no construction items permitted.

## XIV. SUPPORTIVE SERVICES

A. In planning your supportive services, how much interstate planning was involved to insure proper follow-up services (i.e., health services)?

Planning of Supportive Services involved interstate planning sessions to maximize the effectiveness of the MSRTS in record keeping. Health services were included in a separate matrix in the record and a continuing in-service has been provided.

Coding of test scores has also required interstate planning and cooperation.

## XV. PROGRAM INTEGRATION

A. Indicate how you integrated your migrant program with the regular school program.

The Migrant Program is incorporated through the LEA, and the migrant program as implemented in that local system, is based on a compenstory concept for identifying and meeting the greatest needs of the migrant students.

Prior to submitting a final funding proposal, the school district meets with the regional staff to review and justify program plans. The result is that the migrant program becomes better integrated into the regular school instructional program.

## XVI. STAFF UTILIZATION

A. Indicate how staff members were used.

1. Aides
2. Adults
3. Volunteers
4. Professionals

The FMCCP developed an Administrative Handbook which was distributed in March, 1974. Copies are on file in the Florida Department of Education, Migrant Section Office, all FMCCP Regional Offices and all participating County Migrant Offices. This handbook includes comprehensive information and complete job descriptions.

## XVII. NEW PROGRAMS

A. Indicate new programs implemented and how local effort was maintained.

New programs have been described under section I in this report.

## XVIII. PROGRAM DESCRIPTION

A. Give a general critique of the migrant program.

Instructional Program

The instructional program consists of three (3) components listed in the order of increasing ages of children involved: Early Childhood Program. Language Arts Tutorial Program and Learn and Earn. The activities and evaluation are related elsewhere in this report.

Early Childhood Learning Program (EC)

Mobile learning laboratories provide an enriched environment for 3,4 and 5 year old children with materials and equipment especially designed to meet their needs and interests. Individual units are staffed by a teacher and one aide from 7:00 a.m. to 5:00 p.m. daily. Program emphasis is concerned with physical and dental examinations, nutrition (a balanced diet is provided), language development, social and personal development, and physical development.

Language Arts Tutorial Program

The Language Arts Tutorial Program extends the beginning language development of the Early Childhood program by continuing oral language and reading experiences. The increasing number of Spanish speaking children, combined with black children with a variety of dialectal problems, has led to investigating special instructional techniques for use with children who do not speak nor need standard English.

The goal of the Language Arts Tutorial Program is to give each student the opportunity to progress at his own rate and to experience success that will ensure life long enthusiasm in reading. The program provides material and personnel to offer individualized assessments and instruction.

The material includes multiple oral language and supplementary reading materials that will serve migrant students from grade one through high school. The units are placed in schools with the highest concentration of migrant children. In-service education for participating teachers and assistants by regional and county consultants is an important part of this program.

Learn and Earn Program

The Learn and Earn Program is designed to help the migrant students, ages

14-17, improve their self-concept by achieveing success in a short-term occupational course. Mobile laboratories provide training experiences which help the students develop positive attitudes toward themselves, the world of work, their peers, and the relevancy of school.

The following programs are offered:

| | |
|---|---|
| Auto Tune-up | Small Engine Technology |
| Supermarket | Marine Engine Technology |
| Patient Care | Agriculture |
| Typing | Hospital/Hotel Housekeeping |

The learning mobile laboratory classrooms are designed to simulate the actua occupational areas which is being presented. These units contain individual learning carrels, ample audio-visual equipment, visual aides, a library of pertinent materials, and individualized automated intrustional programs.

Supportive Services

Two (2) categories of services are available under FMCCP - direct and in-direct. By design, these services support the instructional program and extend outward from the school to seek out and help the child of migratory parents.

Direct Services

Recruitment and identification of eligible children begins with recruiters called Social Educators. By knowing housing and work recruitment patterns in their districts, they are able to be in constant contact with new families coming into the area or to know which families have left. When children of school age are identified, they are referred to a school and school authorities then seek their admittance.

Children either preschool or school age who are in need of health services are referred to the Community Health Worker who serves as liaison between health agencies and children in need. Arranging appointments with medical and dental authroities is followed by actual transportation of the child to the office where treatment is given.

Indirect Services

Record keeping is a vital and necessary part of service functioning. Records Clerks keep records for each child involving both instructional and supportive services. The Records Clerk is the go-between from both instructional and supportive services and the master file which is maintained in a computer in Little Rock. Transmission of records furnished by the Records Clerk is done by the Terminal Operator who encodes or decodes exchanges of data with or from the computer.

A major service function results from the Migrant Student Record Transfer System (MSRTS) because the interconnection of states and school districts "up the stream" permits extremely rapid transfer of student information between schools and service agencies.